



IELA

Idaho English Language Assessment

2006

EXAMINER MANUAL

General Instructions

Form A Kindergarten

Introduction

The Idaho English Language Assessment (IELA) is designed to assess the proficiency level of Limited English Proficient (LEP) students in the five areas of listening, speaking, reading, writing, and comprehension. The primary purpose of this assessment is to provide Idaho educators with proficiency scores for use in their schools, districts, and state, as mandated by the No Child Left Behind Act of 2001.

Uniform test administration is essential to ensure high-quality, reliable test data. To ensure this uniformity, the Examiner Manual outlines the responsibilities and procedures for the test. These step-by-step instructions are designed to protect the integrity and security of the test and, thus, make it fair for all students.

This Examiner Manual provides procedural information for administering Form A at the Kindergarten level. It includes both general and specific instructions, as well as scripting for questions to be read aloud to students. Before administering the test, examiners should read this manual thoroughly. It is preferred that the test be administered by qualified teachers of LEP students whenever possible. Examiners who have questions about the test or test materials should contact their district Test Coordinator.

The Examiner Manual is a secure document. It contains test questions and scoring information. It should not be duplicated or reproduced.

Students to Be Tested

All students who have been identified as “limited English proficient” (LEP) within the district and schools will take the IELA. An LEP student is an English language learner specifically identified for a language development program for whom LEP funding was received. Not all English language learners are LEP students; for example, a student may not have been placed in an LEP program, or may have already exited a program. Districts and schools may elect to administer this test to their LEPX students who are still within the 2-year monitoring period after exit from an LEP program.

Examiners are instructed to contact their district Test Coordinator with any questions they might have about which students should be tested.

Structure and Format of the IELA

The Idaho English Language Assessment is divided into four subtests, which will be presented in the following order: listening, speaking, reading, and writing. However, the order in which the subtests are administered may be modified from the order in which they are presented here. Each student will be tested in all four areas.

The assessment is designed to be administered by grade span. Students should take the grade span test that applies to their grade in school. If there are any questions about this, examiners should contact their district Test Coordinator.

| Grade Span | Form |
|------------|------|
| K | A |
| 1-2 | B |
| 3-5 | C |
| 6-8 | D |
| 9-12 | E |

Structure and Format of Form A

All subtests at the kindergarten level are to be administered individually to each student. A test booklet for the listening, speaking, and reading tests and an answer sheet are provided for each student. The writing section is not a test, but rather a checklist on the answer sheet which the teacher completes based on knowledge of the student's classroom work.

All student responses are marked on the answer sheet by the examiner. It is the examiner's responsibility to score each open-response question at the time of testing and to see that the writing checklist is completed by a teacher familiar with the student's schoolwork.

The listening and speaking tests should be administered in their entirety regardless of student ability. However, students should proceed through the reading test with the examiner only until they reach frustration level. For this test, *frustration level* is defined as the point at which a student has missed three consecutive questions.

This Examiner Manual contains general instructions for the examiner, directions and questions to be read aloud to students, and scoring guides where appropriate. The information to be read aloud to students is printed in *italics*. It is imperative that there be no variations on the scripted materials. All directions and scripting should be given in English. Instructions for the examiner are printed in **bold**. Other information appears in regular type.

Please note: The item spacing in the Examiner Manual does not match the question spacing in the student booklet for this test. To avoid student confusion, examiners are asked to point to each item in the student booklet when asking the questions.

Required Test Materials

For testing LEP in kindergarten, examiners will need:

| Materials per Student | Materials per Examiner |
|--|---|
| Listening / Speaking / Reading Form A Answer Sheet Form A | Examiner Manual Form A Listening CD Form A |

In addition, both teacher and student will need a No. 2 pencil with eraser.

Test Security

These test materials are secure and should be handled by qualified personnel only. No part of any test booklet may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the district Test Coordinator, who will return all materials to TASA.

Preparing for the Test

To prepare for testing, examiners should

- read this manual completely
- ensure that they have adequate materials for all students who will be tested
- notify students in advance of testing
- affix student barcode labels to answer sheets
- secure a CD player (or a computer with CD-ROM drive, sound card and speakers) for administering the Listening Test, and check the CD and the sound quality.

Affixing the Student Barcode Labels

Before the testing session, it is the examiner's responsibility to affix each student's barcode label to an answer sheet. **The demographic bubbles on the answer sheet should not be filled in if a barcode label is available. Exceptions are boxes 10 and 11.**

Non-Standard Participation

Fill in the Modified/Accommodated bubble (box 10) if the student is being administered a modified test form (e.g., Braille or Large Print) or is being given accommodations. Note that only students who have an ELP or IEP on file are eligible for accommodations.

Non-Participation

If a student is not tested, fill in the appropriate circle (box 11) to explain why.

Students Without a Barcode Label

If there is no barcode label for a new LEP student, it is the examiner's responsibility to complete (print and bubble in with a No. 2 pencil) the demographic information on the answer sheet. The examiner should write his or her name and school name in the spaces provided. Then fill in the grids as follows:

1. *Student Name*: Print the student's last name, first name, and middle initial in the name grid. Fill in the corresponding circle for each letter.
2. *Race/Ethnicity*: Fill in the circle for the appropriate race/ethnicity of the student. Mark one only.
3. *Date of Birth*: Fill in the appropriate month, day, and year for the student's date of birth.
4. *Student ID Number*: Print the student's local identification number in the grid. Fill in the corresponding circle for each number. Use leading zeros if number is less than 9 digits.
5. *Native Language*: Print the code number associated with the student's native language in the grid. Request the language code numbers from your Test Coordinator. Fill in the corresponding circle for each number.
6. *Grade*: Fill in the circle that corresponds to the student's grade in school.

7. *Gender*: Fill in the circle for the appropriate gender of the student.
8. *Date Placed in LEP Program*: Fill in the month, day, and year the student was first placed in an LEP Program in the U.S. to the best of your knowledge. If unknown, leave blank.
9. *Special Codes*: Fill in any of the circles that apply to this student. The codes are:

| | |
|------|--|
| FRL | Free or Reduced Lunch Program |
| TIA | Title I-A |
| MIG | Migrant Student/Title 1-C |
| GAT | Gifted and Talented Program |
| NOD | Neglected or Delinquent |
| HML | Homeless |
| SPE | Special Education Program |
| LEPX | Exited out of an LEP Program within the past 2 years |
| LEP1 | New to a U.S. school within the last 10 months |

10. *Non-Standard Participation*: Fill in the Modified/Accommodated circle (box 10) if the student is being administered a modified test form (e.g., Braille or Large Print) or is being given accommodations. Note that only students who have an ELP or IEP on file are eligible for accommodations.
11. *Non-Participation*: If an LEP student is not tested, fill in the appropriate circle (box 11) to explain why. Mark one circle only.

Scheduling the Test

All parts of the Kindergarten test (Form A) are individually administered. The actual time to administer the test to each student will vary. The following table shows approximate times for scheduling purposes.

| Section | Group or Individually Administered | Estimated Time per Student | Estimated Time for a Combined Session |
|-----------|------------------------------------|----------------------------|---------------------------------------|
| Listening | Individual | 35-40 min. | |
| Speaking | Individual | 12-15 min. | S/R together 25-30 min. |
| Reading | Individual | 12-15 min. | |

Because of its length, it is not recommended that the Listening test be administered in the same session as either of the other two tests. However, Speaking and Reading may be administered together if the examiner chooses. The Reading test is halted once the student misses three consecutive items, thus it may take less time than indicated.

The Writing section is not a test but rather a checklist which the teacher completes based on knowledge of the student's classroom work.

Setting for the Test

The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The examiner should sit close enough to the student to point to questions and illustrations in the student test booklet during test administration.

Examiners should place a “Testing: Do Not Disturb” sign on the door of the testing site.

General Instructions for Test Administration

Specific step-by-step instructions and script are provided for the administration of each part of the test. The sections are organized as follows:

- Listening – page 17
- Speaking – page 27
- Reading – page 39
- Writing – page 51

The students will be asked to circle an answer to each question in the student test booklet or to speak their answers aloud to the examiner.

Because this is an English language proficiency assessment, students must respond in English in order for responses to be considered correct.

Please note that for all grade K tests, the examiner is responsible for marking the student’s answers on the answer sheet during test administration. Depending on the type of response required or number of score points, examiners will mark *BL* (blank) for no response, *A*, *B*, *C*, or *0*, *1*, *2*, *3*, or *4*. For multiple-choice questions, examiners mark the letter corresponding to the picture the student has circled. Where a student responds verbally, examiners listen to the student’s response, score the response based on the scoring guide, and mark the score on the answer sheet. Examiners will find a scoring guide for each question below the question script in this manual.

Using the Scoring Guides

Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. It also provides examples of answers that should receive partial credit. These examples are intended to be guides, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. The examiner should use his or her best judgment to score the answer, based on the information provided in the scoring guide.

General information for scoring student responses:

- If a student does not respond, mark the Student Answer Document *BL* for a blank or no response.
- Some examples of responses earning no credit (i.e., a score of “0”) are as follows:
 - ◆ Student answers in a language other than English.
 - ◆ Student’s response is poorly articulated and cannot be understood.
 - ◆ In the speaking test, a student gives a nonverbal response, such as nodding or pointing.

Prior to testing, the examiner should review each question’s scoring guide to gain familiarity with the responses that are required for each question.

Prompting or Repeating Test Information

Prompting is the provision of additional information to students during administration of the assessment. Prompting includes

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

- To clarify the student’s response, the examiner may say,
 - ◆ *I don’t understand what you said.*
 - ◆ *Can you tell me more?*
- If the student answers in another language, the examiner may say,
 - ◆ *Can you say that in English?*
- The examiner may repeat directions, if necessary, but must do so before the child begins a response.
- If there is a distraction or interruption, the selection or question may be repeated.
- If a student asks for a question to be repeated, the examiner may repeat the question only once.
- If the child still does not understand what is being asked, the examiner should score that question as though the child gave no response (BL).
- The examiner must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.
- The examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a child has not responded after 15 seconds, the examiner should move on to the next item or task and score the item as “no response” (BL).

Testing Absentees

Examiners should make an effort to see that all LEP students in the school are administered all sections of the IELA. If a student is absent for a particular testing session, please schedule a make-up test for that student, as long as you can do so within the testing window.

If a student was pre-registered, but is absent for the entire period of the testing window, place the student's barcode label on a blank answer document. Fill in the appropriate Non-Participation bubble. Reasons for non-participation may be: absence during the testing window; excused for special circumstances (e.g., extended resource); unknown student; or withdrawn from school.

Guidelines for Testing Accommodations

Since the IELA is not an academic content area assessment, as is the ISAT, many of the accommodations available to students for the ISAT are not appropriate for the IELA.

The fact that the IELA is an untimed test and that there is considerable graphic support should help with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations, as long as these do not alter or invalidate test results.

Who may be accommodated. Any student who is given accommodations **must** have an Educational Learning Plan (ELP) or Individual Education Plan (IEP) on file with specific accommodations indicated and language proficiency growth goals and benchmarks. Each student who is provided accommodations must indicate they are taking an accommodated version of the test on the answer sheet (in the Non-Standard Participation box). The test administrator should be aware of the potential for these accommodations to invalidate the test scores. *Accommodations should only be used when absolutely necessary.*

Allowable accommodations. The following is a list of allowable accommodations:

- 504 type accommodations (physical disabilities, mobility issues, etc.)
- Separate testing setting, small group or individual administration
- Objects or markers to assist with maintaining place on the page
- Administration of the test at home, in a hospital, or any other required setting by school personnel
- Any additional “non-linguistic” accommodation required that would not interfere with test validity
- Teacher uses highlighters or any similar device to distinguish words or key phrases within text
- Noise buffers
- Breaks within sections, except those that are part of the standard administration procedures (breaks between sections are not controlled)
- Student reads questions aloud to self (must be taking the test in a separate room)
- Repeating questions

- Orally read test questions in English (other than reading passages) or audiotape test questions in cases where student would normally read the question
- Read, reread, paraphrase or simplify test directions in English (not test items or test item directions)
- Explanation of test directions in English (not test items or test item directions)
- Direct translations of test directions into Native Language (not test items or test item directions)
- Sign test directions to students (not test items or test item directions which students would normally read themselves)

Non-allowable accommodations. If these accommodations are used, the test scores will be invalidated. The following accommodations are not allowed:

- Test administration in a language other than English, either orally or in writing
- Translation of assessment into any language other than English
- Translation of assessment into sign language
- Use of monolingual English dictionaries, bilingual dictionaries, or other similar comprehension aids
- Responses in native language

Visual Impairments. The IELA is available in Braille and Large Print. If your district would like to request either a Braille or Large Print version, please fill out and fax an IELA Test Accommodations Order Form to TASA, Inc. at (845) 277-8104 (Attention: IELA Test Coordinator). A form can be downloaded from:

<http://www.boardofed.idaho.gov/lep/LEPAssessment.asp>

Deaf and Hard of Hearing Students. Lip-reading for those students who possess this ability may be possible for those parts of the test where the teacher reads the test questions aloud. A copy of the Listening Test Script is available and may be ordered using the IELA Test Accommodations Order Form, so that an examiner may administer the Listening Test to a deaf student with lip-reading ability. For the Speaking Test, a deaf student with lip-reading ability must also have the ability to answer in spoken English; otherwise the test should not be administered to him or her. IEP teams should make such determinations on a case by case basis. The Listening and Speaking prompts should not be translated into sign language. Doing so is equivalent to translating into another spoken language, such as Spanish, or Arabic, and thus would invalidate the test. However, those Reading and Writing prompts meant to be spoken by the teacher may be translated into sign language if necessary.

Post-Test Instructions

Examiners should check that all student answers/scores for the speaking, listening, and reading sections of the test are marked on the student's answer sheet and that proficiency levels have been marked on the writing section of the answer sheet. Once answer sheets are checked, the completed answer sheets should be placed in the Scoring Services Envelope provided.

Examiners should also complete an Examiner Identification Sheet, following the directions on the sheet, and place this sheet in the Scoring Services Envelope along with the completed answer sheets. District and School Information on the Examiner Identification Sheet should show through the envelope window.

Examiners are responsible for returning all test materials to the Test Coordinator. These include:

- the Scoring Services Envelope containing the completed answer sheets and Examiner ID Sheet
- the used and unused student test booklets,
- the unused student answer sheets,
- the Examiner Manual, and
- the Listening CD.

The district Test Coordinator will ensure that all test materials are returned to TASA immediately after the testing window is closed, or after all students are tested.

Checklist for Grade K Examiners

Use the following checklist as an easy guide for all test activities to be completed.

Before Testing

- ☐ Read your Examiner Manual. Become familiar with the procedures, script, and scoring guides.
- ☐ Check your materials. Make sure you have enough for all LEP students.
- ☐ Affix the Student Barcode Labels to the Form A answer sheets. If any student is missing a barcode label, bubble in his/her complete demographic information on the answer sheet.
- ☐ For the Listening Test, locate a CD player or computer with sound card and speakers. Test the CD and sound quality.
- ☐ Prepare testing sites.
- ☐ Schedule individual test administrations. The 2006 testing window is March 1 - April 14.

Testing

- ☐ Administer one-to-one Listening tests as scheduled.
- ☐ Administer one-to-one Speaking and Reading tests as scheduled.
- ☐ Complete the Writing Checklist on each student's answer sheet.

After Testing

- ☐ Make sure all sections of each student's answer sheet have been completed. Schedule make-up test sessions for any student who was absent on a test day.
- ☐ Complete 1 Examiner ID Sheet per group*. Put it, along with the completed answer sheets, in a Scoring Services Envelope.
- ☐ Return the Scoring Services Envelopes plus all other used and unused test materials to the Test Coordinator.

**A "group" may be defined as all LEP students in grade K in a single school, tested by a particular examiner.*

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